



Browns Ferry Elementary

7292 Brown's Ferry Road
Georgetown, SC 29440

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 205 Students | |
| Principal | Dr. Peggie A. Grant | 843-527-1325 |
| Superintendent | Dr. H. Randall Dozier | 843-436-7000 |
| Board Chair | Mr. Joe M. Crosby | 843-436-7000 |

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| Year | Absolute Rating | Growth Rating |
|-------------|----------------------|----------------|
| 2008 | Below Average | Average |
| 2007 | Below Average | At-Risk |
| 2006 | Good | At-Risk |
| 2005 | Excellent | Excellent |
| 2004 | Excellent | Good |

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

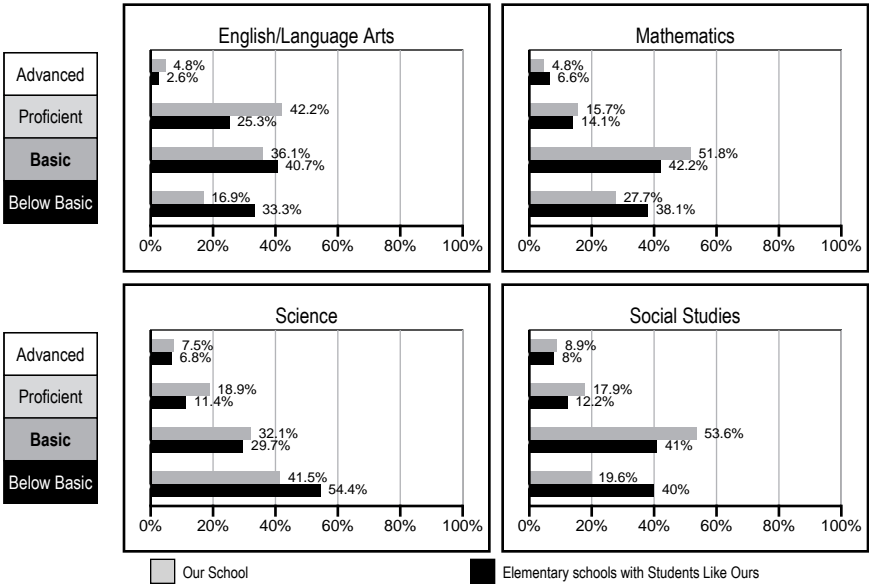
100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| | | | | |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 0 | 4 | 8 | 56 | 62 |

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

| | |
|-------------|---|
| Advanced | Exceeded expectations, Very high score, very well prepared to work at next grade level |
| Proficient | Met expectations, Well prepared to work at next grade level |
| Basic | Met standards, Minimally prepared, can go to next grade level |
| Below Basic | Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=205) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 1.1% | Down from 2.9% | 3.1% | 2.3% |
| Attendance rate | 97.9% | Up from 97.3% | 96.0% | 96.3% |
| Eligible for gifted and talented | 2.2% | Down from 5.8% | 2.9% | 10.4% |
| With disabilities other than speech | 7.3% | Down from 8.9% | 7.8% | 7.5% |
| Older than usual for grade | 0.0% | Down from 1.6% | 1.4% | 0.6% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=19) | | | | |
| Teachers with advanced degrees | 68.4% | Down from 77.8% | 54.5% | 56.7% |
| Continuing contract teachers | 84.2% | Up from 72.2% | 69.0% | 77.3% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 0.0% | 0.0% |
| Teachers returning from previous year | 84.1% | Down from 84.5% | 82.6% | 86.4% |
| Teacher attendance rate | 93.3% | Up from 90.5% | 95.0% | 94.9% |
| Average teacher salary | \$48,299 | Up 2.2% | \$43,876 | \$45,345 |
| Professional development days/teacher | 7.8 days | Up from 2.1 days | 13.8 days | 12.6 days |
| School | | | | |
| Principal's years at school | 8.0 | Up from 7.0 | 3.0 | 4.0 |
| Student-teacher ratio in core subjects | 14.9 to 1 | Down from 18.6 to 1 | 16.6 to 1 | 18.5 to 1 |
| Prime instructional time | 90.3% | Up from 86.9% | 89.4% | 89.8% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | No Change | 100.0% | 100.0% |
| Character development program | Excellent | Up from Good | Excellent | Excellent |
| Dollars spent per pupil* | \$10,396 | Down 1.2% | \$8,172 | \$7,052 |
| Percent of expenditures for instruction* | 59.9% | Up from 54.7% | 68.5% | 69.1% |
| Percent of expenditures for teacher salaries* | 53.7% | Up from 50.5% | 61.0% | 64.2% |

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

The 2007-2008 school year was a challenging one due to death of a Browns Ferry staff member prior to the close of the 2006-2007 school year. Focused instruction, time on task, and high expectations were key factors for staff and students.

The PACT 2007 results called for stronger academic performance. We responded to the challenge of below basic performance by implementing ongoing staff development in instructional delivery, testing strategies, and utilization of best practices. The science lab teacher worked closely with the classroom teachers in grades 3-5 to provide hands-on activities, virtual field trips, and streaming videos. Two teachers received Bright Idea grant, sponsored by the Santee Cooper Electric Corporation. The social studies teacher provided a primary resource kit for social studies. The science teacher's funds were used to extend activities in the science lab, i.e., incubator.

Teachers received staff development in the Revised Bloom's Taxonomy, Everyday Mathematics for grades K-3, Climbing the Data Ladder, Writer's Workshop, Reading Comprehension strategies, "Bring Boy and Books Together: Activities that Engage Boys in Literacy." MAP data was utilized to guide teaching and learning with emphasis on small group and individualized help. Promethean Board training was ongoing throughout the year to support classroom instruction. Students in grades 2-4 were quite enthusiastic about participating in the Limos for Learning incentive program that rewards students for reading improvement.

The home-school are partners in educating our children. Students in grades 4 and 5 enjoyed an educational, fun-filled trip to New York City sponsored by area churches and the school's communities. The School Improvement Council, Parent-Teacher Organization, school newsletters, and parent/teacher conferences are a measure of keeping parents abreast, and enable them to provide input for various activities affiliated with the school and community. The guidance counselor provides character education to address students' needs on a weekly basis. Students are recognized for their efforts to excel during nine week award assemblies, honor roll postings, certificates, ribbons, Student of the Month photos, school-wide clubs and the Just Say No program.

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 22 | 28 | 27 |
| Percent satisfied with learning environment | 86.4% | 60.7% | 84.0% |
| Percent satisfied with social and physical environment | 100.0% | 67.9% | 88.5% |
| Percent satisfied with school-home relations | 72.7% | 89.3% | 84.6% |

* Only students at the highest elementary school grade level and their parents were included.

| | |
|---------------------------------|-----|
| School Adequate Yearly Progress | YES |
|---------------------------------|-----|

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

| | |
|---------------------------|--|
| School Improvement Status | |
|---------------------------|--|

| School Improvement Key | |
|------------------------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

| Teacher Quality and Student Attendance | | |
|--|--|--|
|--|--|--|

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 0.7% | 1.8% |
| Classes in high poverty schools not taught by highly qualified teachers | 2.6% | 6.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 97.9% | 94.0% | Yes |

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | Performance Objective Met | Participation Objective Met |
|--|----------------------------------|----------|---------------|---------|--------------|------------|--------------------------------------|--|-------------------------------------|------------------------------|--------------------------------|
|--|----------------------------------|----------|---------------|---------|--------------|------------|--------------------------------------|--|-------------------------------------|------------------------------|--------------------------------|

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

| | | | | | | | | | | | |
|----------------------------|-----|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 91 | 100 | 16.1 | 35.6 | 40.2 | 8 | 66.7 | 46 | 48.2 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 46 | 100 | 17.8 | 42.2 | 31.1 | 8.9 | 60 | 39.5 | 41.7 | N/A | N/A |
| Female | 45 | 100 | 14.3 | 28.6 | 50 | 7.1 | 73.8 | 53.1 | 55 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 58.9 | 60 | I/S | I/S |
| African American | 88 | 100 | 16.5 | 35.3 | 40 | 8.2 | 65.9 | 32.5 | 31.7 | Yes | Yes |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 66.7 | 70.4 | I/S | I/S |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 40.4 | 38.4 | I/S | I/S |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 47 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 17 | 100 | 62.5 | 18.8 | 0 | 18.8 | 18.8 | 13.2 | 16 | I/S | I/S |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 38.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 34.6 | 36.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 83 | 100 | 16.5 | 36.7 | 38 | 8.9 | 65.8 | 35.1 | 34 | Yes | Yes |

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

| | | | | | | | | | | | |
|----------------------------|-----|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 91 | 100 | 26.4 | 50.6 | 14.9 | 8 | 39.1 | 46.1 | 45.8 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 46 | 100 | 28.9 | 46.7 | 13.3 | 11.1 | 42.2 | 45.4 | 45.6 | N/A | N/A |
| Female | 45 | 100 | 23.8 | 54.8 | 16.7 | 4.8 | 35.7 | 47 | 45.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 60.3 | 59 | I/S | I/S |
| African American | 88 | 100 | 25.9 | 51.8 | 15.3 | 7.1 | 38.8 | 30.9 | 26.9 | Yes | Yes |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 76.7 | 71.3 | I/S | I/S |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 43.6 | 38.1 | I/S | I/S |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 46.2 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 17 | 100 | 56.3 | 25 | 0 | 18.8 | 25 | 15.3 | 17.1 | I/S | I/S |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 32.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 43 | 38.7 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 83 | 100 | 29.1 | 50.6 | 11.4 | 8.9 | 38 | 35.8 | 31.4 | Yes | Yes |

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | School Attendance Rate | District Attendance Rate |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|

Science

| | | | | | | | | | | | |
|----------------------------|-----|-----|------|------|------|------|------|------|------|------|------|
| All Students | 60 | 100 | 39.3 | 30.4 | 19.6 | 10.7 | 30.4 | 35.1 | 35.7 | 97.9 | 95.9 |
| Gender | | | | | | | | | | | |
| Male | 32 | 100 | 35.5 | 25.8 | 19.4 | 19.4 | 38.7 | 36.6 | 37.4 | 97.6 | 95.7 |
| Female | 28 | 100 | 44 | 36 | 20 | 0 | 20 | 33.6 | 33.8 | 98.2 | 96.1 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 52.6 | 49.2 | 93.1 | 95.2 |
| African American | 57 | 100 | 38.9 | 31.5 | 20.4 | 9.3 | 29.6 | 17.3 | 17 | 98 | 96.6 |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 54.5 | 58 | N/A | 97.1 |
| Hispanic | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 30.6 | 24.9 | 98.3 | 96.6 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 37.4 | N/A | 94.8 |
| Disability Status | | | | | | | | | | | |
| Disabled | 14 | 100 | 69.2 | 7.7 | 7.7 | 15.4 | 23.1 | 12.3 | 14 | 97.1 | 94.4 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 21.9 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 26.9 | 24.4 | N/A | 97.1 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 53 | 100 | 44.9 | 28.6 | 16.3 | 10.2 | 26.5 | 22.9 | 21.1 | 97.8 | 95.7 |

Social Studies

| | | | | | | | | | | | |
|----------------------------|-----|-----|------|------|------|------|------|------|------|------|------|
| All Students | 61 | 100 | 18.6 | 50.8 | 18.6 | 11.9 | 30.5 | 32.9 | 34 | 97.9 | 95.9 |
| Gender | | | | | | | | | | | |
| Male | 30 | 100 | 20 | 46.7 | 20 | 13.3 | 33.3 | 34.7 | 36.6 | 97.6 | 95.7 |
| Female | 31 | 100 | 17.2 | 55.2 | 17.2 | 10.3 | 27.6 | 30.8 | 31.3 | 98.2 | 96.1 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 44.4 | 44.5 | 93.1 | 95.2 |
| African American | 60 | 100 | 19 | 51.7 | 19 | 10.3 | 29.3 | 19.5 | 19.1 | 98 | 96.6 |
| Asian/Pacific Islander | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 88.9 | 58.9 | N/A | 97.1 |
| Hispanic | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 40.4 | 27.5 | 98.3 | 96.6 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 32.7 | N/A | 94.8 |
| Disability Status | | | | | | | | | | | |
| Disabled | 9 | I/S | I/S | I/S | I/S | I/S | I/S | 12.8 | 14.4 | 97.1 | 94.4 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 22.6 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 36.5 | 27.3 | N/A | 97.1 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 57 | 100 | 20 | 49.1 | 18.2 | 12.7 | 30.9 | 22.1 | 21 | 97.8 | 95.7 |

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced* |
|-----------------------|-------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------|
| English/Language Arts | | | | | | | | |
| 2007 | 3 | 32 | 100 | 25.8 | 35.5 | 32.3 | 6.5 | 38.7 |
| | 4 | 34 | 100 | 18.8 | 56.3 | 25 | 0 | 25 |
| | 5 | 35 | 100 | 25.7 | 45.7 | 25.7 | 2.9 | 28.6 |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 32 | 100 | 6.5 | 22.6 | 54.8 | 16.1 | 71 |
| | 4 | 30 | 100 | 25 | 35.7 | 32.1 | 7.1 | 39.3 |
| | 5 | 29 | 100 | 17.9 | 50 | 32.1 | 0 | 32.1 |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| Mathematics | | | | | | | | |
| 2007 | 3 | 32 | 100 | 32.3 | 38.7 | 19.4 | 9.7 | 29 |
| | 4 | 34 | 100 | 37.5 | 50 | 6.3 | 6.3 | 12.5 |
| | 5 | 35 | 100 | 25.7 | 54.3 | 17.1 | 2.9 | 20 |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 32 | 100 | 16.1 | 61.3 | 16.1 | 6.5 | 22.6 |
| | 4 | 30 | 100 | 35.7 | 32.1 | 17.9 | 14.3 | 32.1 |
| | 5 | 29 | 100 | 28.6 | 57.1 | 10.7 | 3.6 | 14.3 |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| Science | | | | | | | | |
| 2007 | 3 | 17 | 100 | 73.3 | 26.7 | 0 | 0 | 0 |
| | 4 | 34 | 100 | 56.3 | 34.4 | 6.3 | 3.1 | 9.4 |
| | 5 | 17 | 100 | 62.5 | 25 | 6.3 | 6.3 | 12.5 |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 16 | 100 | 33.3 | 20 | 46.7 | 0 | 46.7 |
| | 4 | 30 | 100 | 35.7 | 35.7 | 10.7 | 17.9 | 28.6 |
| | 5 | 14 | 100 | 53.8 | 30.8 | 7.7 | 7.7 | 15.4 |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| Social Studies | | | | | | | | |
| 2007 | 3 | 17 | 100 | 35.7 | 42.9 | 21.4 | 0 | 21.4 |
| | 4 | 34 | 100 | 34.4 | 46.9 | 15.6 | 3.1 | 18.8 |
| | 5 | 19 | 100 | 38.9 | 33.3 | 11.1 | 16.7 | 27.8 |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 16 | 100 | 12.5 | 81.3 | 0 | 6.3 | 6.3 |
| | 4 | 30 | 100 | 25 | 32.1 | 32.1 | 10.7 | 42.9 |
| | 5 | 15 | 100 | 13.3 | 53.3 | 13.3 | 20 | 33.3 |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |

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